

**AN ANALYSIS OF STUDENTS' LITERAL READING COMPREHENSION
IN REPORT TEXT OF NINTH GRADE IN SMP NEGERI 1 BANJAR
MARGO TULANG BAWANG IN ACADEMIC YEAR 2020/2021**

An Undergraduate Thesis

Submitted as Partial Fulfillment of the Requirement for S1-Degree

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**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHING TRAINING FACULTY
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ABSTRACT

AN ANALYSIS OF STUDENTS' LITERAL READING COMPREHENSION IN REPORT TEXT OF NINTH GRADE IN SMP NEGERI 1 BANJAR MARGO TULANG BAWANG IN ACADEMIC YEAR 2020/2021

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Reading comprehension has several levels in comprehension and each level has different ability that should be mastered by the readers. In the current research is about “An Analysis of Students’ Literal Reading Comprehension In Report Text of Ninth Grade in SMP Negeri 1 Banjar Margo Tulang Bawang in Academic Year 2020/2021”. The aims of the current research are to know the students’ literal reading comprehension in report text and the causes of students’ literal reading comprehension in report text.

The current research explored the students’ literal reading in report text of ninth grade in SMP Negeri 1 Banjar Margo Tulang Bawang through descriptive qualitative method. Furthermore, the researcher used purposive sampling technique in order to determine sample, and the result showed two classes as sample of this research which amounts to 59 students. Moreover, in collecting the data, the researcher used document and questionnaire. Afterward, the researcher used Miles and Huberman in analysis the data such as has three steps; data condensation, data display, and conclusion.

The result showed that the students’ literal reading comprehension in report text indicated in poor category. Most of them got score between 61.64 – 69.99 range of standard. Furthermore, the causes of students’ literal reading comprehension are their external and internal factor in reading comprehension also their reading habit.

Keywords: Reading Comprehension, Literal level, Report Text.



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I hereby declare that this thesis entitled: “An Analysis of Students’ Literal Reading Comprehension in Report Text of Ninth Grade in SMP Negeri 1 Banjar Margo Tulang Bawang in Academic Year 2020/2021” is absolutely my own creation. I am fully realized that I have quoted some utterances, references, and ideas from various source those are properly accepted in the text.



Bandar Lampung, 9 June 2021

Declared by,

Firdhani Rahmaning Gusti

MOTTO

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“... Allah will raise those who have believed among you and those who were given knowledge, by degrees...” (QS. Al-Mujaddalah; 11)¹



¹ Abdullah Yusuf Ali, *“The Meaning of Holy Qur’an”* [online] available at <http://www.scribd.co/doc/2042683/Al-Quran-Terjemahan-Yusuf-Ali>, [October, 4th, 2018]

DEDICATION

This thesis is dedicated to:

1. My beloved Father and Mother, Mr. Edi Suntoro and Mrs.Sulistiowati, who always pray for my fruitfulness, also thank for motivation and support that given to me. I love you always and forever.
2. My beloved sisters, Ayang Idya Laili Hidayah and Dhisa Rayine Firay also all of my family who always give me support and care.
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5. My beloved lecturers and Almamater UIN Raden Intan Lampung which has contributed a lot for my development.

CURRICULUM VITAE

Firdhani Rahmaning Gusti was born on Tulang Bawang, March 25th, 1999. Firdhani is the first child of Mr. Edi Suntoro and Mrs. Sulistiowati. She has two beloved sisters. Her sister names are Ayang Idya Laili Hidayah and Dhis Rayine Firay. She lives in, Penawar Rejo Village, Banjar Margo, Tulang Bawang District.

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After finished her study in Senior High School, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty Raden Intan State Islamic University Lampung. At the time, she joined UKM Bahasa 2017 to 2019 and HIMA TUBA in 2019 to 2020. Moreover, she followed the event ‘Pemilihan Puteri Ekowisata Lampung’ and selected as ‘Puteri Ekowisata Tulang Bawang 2021’.

The Researcher,

Firdhani Rahmaning Gusti

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The researcher is totally aware that she cannot complete this final assignment without the encouragement of others. The researcher has been thankful to a lot of people who has helped, supported and prayed this final assignment in which the researcher cannot mention all of them. She wants to give the sincerest thanks and appreciate to;

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Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, 13rd June 2021

Firdhani Rahmaning Gusti

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CHAPTER I INTRODUCTION

This chapter presents the background of the problem, identification of the problem, limitation of the research, formulation of the problem, objective of the research, significance of the research, and scope of the research.

A. Background of the Problem

Reading is one of the most prominent of English skill besides listening, speaking, and writing. Same as like Carell et.al in Nurhadi said that “Reading skill is considered as the most important of the four skills for academic purposes, particularly in English as a second language or foreign language”.²The students will gain as much knowledge as they read. It is supported by Grabe and Stoller in Naniwarsih and Andriani, “The reading is an ability to draw the meaning from printed pages, then interpret these information appropriately”.³That means through the reading passages, the readers should be connected between brains works and eyes movement for understanding text well. Besides that, in reading learners are anticipated for observing, understanding, and then thinking. The most essential thing in the instructing or learning to examine is comprehension reading topics. To sum up, reading is the essential English skill in order to understand the message of the passage to get as much knowledge.

² Kardi Nurhadi, *The Low Motivated Factors In Extensive Reading Achievement*, Vol. 1(3), Research and Innovation in Language Learning, September 2018.

³ Andi Naniwarsih, Andriani, *The Students' Ability In Literal Reading Comprehension*, Vol.1, Number 2 Journal of Foreign Language and Educational Research, July 2018.

In addition, reading has some purposes such as reading for study such as reading for information, and reading for pleasure.⁴ To achieve those purposes, the readers need comprehending text well by connecting some idea on the page to what they already known. Several ways for comprehending purposes of the reading text such as creating meaning by mixing between cognition, content of passage and also readers' ability while reading process. Pardo in Sahin assumes "The reading comprehension is processing to find the meaning construction as result of the blending knowledge, content, or skills during the readers text instruction".⁵ Other than that, the readers also need to combine between content of the text, their knowledge, and skills during read the passage.

Moreover, in reading comprehension involves use the reader's ability background knowledge in order to understanding a text. This statement is supported by Sanchez in Syaveny stated that reading comprehension is emphasizing both what the author had written and reader's ability to use their background knowledge and thinking ability to make sense of text.⁶ Other than that, reading comprehension implicated the activity of reader to achieve the purpose that given by the writer thru some words or text. According to Tarigan in Jaenal, argued that "Reading comprehension is a process that is carried and used by the readers who want to get the message delivered by the author through the

⁴Hyeok Jin Cheon, Jee Hyun Ma, *The Effects of Reading Purpose on Reading Comprehension and Perceived Difficulty*, Vol.69, English Teaching, Summer 2014.

⁵ Ayfer Sahin, *The Effect of Text Types on Reading Comprehension*. Vol. 3 No. 2, MIJE 2013, 58.

⁶Niza Syaveny, *Teaching Reading Comprehension By Using Directed Activities Related To Text (DRTA) For The Students*, Vol 1 No. 2, Jurnal Kata Oktober 2017.

medium of words or written language”.⁷ Based on definition from the experts, we concluded that reading comprehension is a complex process that is carried the message from the author to the readers; the readers use their ability background knowledge to catch meaning on the text itself.

Furthermore, for comprehending passage of reading, there are some levels in comprehending reading passage. That statement, same as like Smith in Reid in Sari, divides the comprehension become four level skills.⁸ Furthermore, each level has different ability which the reader should be mastered. Based on Heilman et.al, he mentioned the differences each levels of comprehension, the first literal level is the simplest level where the readers only comprehend detailed and factual on the text, then interpretative level is the reader is required to see the significance of the data; to note various relationships such as cause effect and relation of the part to the whole, to make comparison, to draw conclusion and inference and to make generalizations, next critical level is the students learn to evaluate and judge the information and the writer’s use of language for guiding the readers’ interpretation; noting evidence of the writer’s bias, his/her qualifications, his/ her point of view, intent and truthfulness, and the last, creative level is this level requires the readers involvement with the information presented as they use it to

⁷ Nelsa Desvi Edrianti, Fadly Azhar, Masyhur. *The Effect Of Cooperative Learning On Reading Comprehension Of Narrative Texts Of The Eighth Grade Students Of SMPN 13 Pekanbaru*, <https://media.neliti.com/media/publications/206447-the-effect-of-cooperative-learning-on-re.pdf>.

⁸ Dian Permata Sari, *An Analysis of Students’ Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMPN 10 Bengkulu Academic Year 2014/2015)*, Bengkulu, 2015.

formulate or rethink ideas of their own thoughts. The reader has a different level to comprehend a text.⁹ The readers have different level to comprehend a text..

Reading Comprehension for Indonesian's students is important skill that they should have for learn new knowledge. For instance, based on Mikulecky, reading plays an important role in the process of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assisted language learning programs.¹⁰ On the other side, in Indonesia there are national examination which is consisted of question about reading comprehension. It means that, students should be able to comprehend reading text. Especially, if they are not being able to comprehend reading text, they will be failed. Furthermore, according to on Basic Competence which is issued by Ministry of Education and Culture 2013 the basic competence 2013, the junior high school of ninth grade, learners are expected to comprehend the structure texts, social functions, then also language features of each reading texts such as; descriptive, narrative, recount text, and others in an oral and written form. In these real situations, learners have not achieved a curriculum expectation, and then have a low ability in the reading comprehension.¹¹

⁹Heilman, A, et.al..*The Principles and The Practices of Teaching Reading*. (Ohio : Merrill Publishing Co1988.) p.246.

¹⁰Mikulecky in Fernandita Gusweni Jayanti, *Reading Difficulties: Comparison On Students' and Teachers' Perception*, Vol. 4 No. 1, 2016.

¹¹ Darul Hidayat, *Students Difficulties In Reading Comprehension At The First Grade Of SMPn 1 Darussalam Aceh Besar*, available at <https://repository.ar-raniry.ac.id/2865/1/DASRUL%20HIDAYATI.pdf> (Thesis Of Bachelor Degree English Department, Ar-Raniry State Islamic University), Banda Aceh, 2018.

However, based on the issues there are some difficulties to comprehending reading the passage. Based on Zuhra's research, from all transcriptions of interviews between the learners and teacher, researcher finds that learners faced any difficulties when reading because they did not master a wide range of vocabulary, then they did not have a good understanding of the different types of reading comprehension question.¹² After that, Nurjanah found from her research that the test results, "It can be seen that the most difficult session for the students is vocabulary session followed by using words in context, finding main idea, completing part of speech, and close reading".¹³ Nevertheless, according to Sari's research, the difficulty that probably faced by learners in the reading activity like: finding details and main ideas, then making inferences from text, as the result of learners who getting the difficulty when transferring any information from text.¹⁴ Suryanto's find out that one of English reading comprehension problem in Indonesia is social contextual obstacles such as English is as a foreign language in Indonesia that make the students have limitation to learn English and many regions in Indonesia doesn't support to use technology so many teachers still use teacher centered approach not students centered.

¹² Zuhra , *Senior High School Students' Difficulties In Reading Comprehension*, English Education Journal (EEJ), Vol.6 No. 3, July 2015.

¹³ Ratih Laily Nurjanah *The Analysis on Students' Difficulties in Doing Reading Comprehension Final Test*, Vol. 2, No. 2, Metathesis: Journal Of English Language Literature And Teaching, October 2018.

¹⁴ Dian Permata Sari, *An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMPN 10 Bengkulu Academic Year 2014/2015)*, Bengkulu, 2015.

Other than that, in Indonesia there are any phenomena happen in reading, not only for students but also Indonesian itself. For example, someone comes to the book store then they still ask the customer service about the book what they want to buy, even though in the book store is already label in each book rack. It means that, many lazy people to read the label that already stick on the book rack. Furthermore, when the teacher asked the students to do something or make something that the procedure is already in their book but among these students still asked their teacher about that procedure. In this case, laziness of reading can make people difficult to find what they looking for. In addition, based on Marduki's article about reading skill phenomenon of Indonesian's students those surveys on reading ability of primary students conducted by International Educational Achievement (IEA) in 2000 placed Indonesia in 38th position out of 39 countries, the lowest position among ASEAN countries.¹⁵

Those issues also happen in SMP Negeri 1 Banjar Margo Tulang Bawang. Based on pre research that is conducted by interviewed between the researcher and English teacher at SMP Negeri Banjar Margo Tulang Bawang. Besides that, the teacher sometimes feeling difficult to teach them and the students looked like bored when teaching the learning process. Some of them passive in the class. It happened because large of students did not master of vocabulary. Based on

¹⁵ Dimas Marduki, "Brush Up Your English", (on-line) available at <https://anglophileindo.blogspot.com/2015/01/reading-skills-phenomenon-of-indonesian.html?m=1> (2 Januari 2015)

Zuhra, the readers who did not master of vocabulary then they did not have a good understanding of the different types of reading comprehension question.¹⁶In addition, the researcher also looked students' worksheet about literal comprehension given by the their teacher then the reading comprehension question was mostly about literal comprehension question where in this literal comprehension the answer of the question already existed on the text however the students' score was still low. It means that, the students could not understand text well because of lack vocabulary.

To sum up, large of students' difficulties were understanding vocabulary because of that, they were also difficult to find the main idea, and comprehend factual and detail. From those difficulties, the student will be failed to answer the question based on reading passage then their score is low. Thus, the student should improve their reading comprehension skill.

Table 1.1
Students' Reading Score Classification of Ninth Grade in the First Semester of Students SMP Negeri 1 Banjar Margo Tulang Bawang in Academic Year 2020/2021

Class	Score Category					Number of Students
	Very Good	Good	Moderate	Poor	Fail	
9.1	-	6	6	9	11	32
9.2	-	6	9	10	7	32
9.3	-	8	6	4	14	32
9.4	-	8	6	3	15	32
9.5	-	9	6	4	13	32

¹⁶ Zuhra , *Senior High School Students' Difficulties In Reading Comprehension*, English Education Journal (EEJ), Vol.6 No.3, 4 2015.

9.6	-	8	8	5	10	31
9.7	2	10	6	7	3	28
Total of Students						219

Documentation of English Teacher of SMP Negeri 1 Banjar Margo

Consequently, in this research, the researcher conducted analysis students' literal comprehension in report text such as students' ability to comprehend some of the factual, detail, and vocabulary in report text. Because, the literal question in students' worksheet asked about vocabulary, main idea, also factual data. Besides that, based on Sidek and Rohim, reader's level of understanding vocabulary is one of the factor that role an impacting in resolving reading comprehension implementation in that language. Aside from that, Weiser said that consciousness of vocabulary, help in establishing and developing previous knowledge to make relations to the text, and then having good vocabulary knowledge can expand reading comprehension and articulateness while reading.¹⁷ It means that, understanding vocabulary is important in reading comprehension. Finding main idea also important in reading comprehension, because when you have found the main idea of the text, the contents of the text can be understood according to its place.¹⁸ In addition, finding the main idea required the reader to identify the topic of a piece of writing and then uncover what the writer wants the readers to know about that topic. Identify factual data in literal comprehension is one of aspect of

¹⁷ Beverly Weiser, *Effective Vocabulary Instruction for Kindergarten to 12th Grade Students Experiencing Learning Disabilities*, (on-line) available at <https://council-for-learning-disabilities.org/effective-vocabulary-instruction-for-kindergarten-to-12th-grade-students-experiencing-learning-disabilities/> (13 September 2013).

¹⁸ Loraine Flemming, *Reading Keys*, (3rd ed). (Boston: Wadsworth, 2011), p. 277

literal comprehension that should have mastered by the reader, because in literal comprehension question mostly asked about information that directly state in the text. Afterward, literal comprehension can be applied to various types of English text. However, the researcher used report text in this research, because from those issues about difficulty in reading comprehension, most of the aspects is happened in literal comprehension level.

There are some previous researches who conducted analysis of comprehension of student reading ability. The first previous research by Jufri entitled *Reading Strategy to Comprehend Inferential, Literal, Critical Meaning in The Reading*. This research is aimed in discussing the methods how to comprehend some kinds of literal meaning. The researcher focused to know student comprehension with three levels of comprehension such as literal, inferential, and critical¹⁹. The second previous research by Dian Permata Sari entitled *Analysis of Learners' Reading Comprehensions Based on Four Levels Comprehension Skills*. In her research, she focused to analyze four levels comprehension skill which are literal comprehension, interpretative comprehension, critical level, and creative level²⁰. The third previous research by Marzona and Ikhsan entitled "An Analysis of Students' Reading Comprehension in Narrative Text at Second Grade at SMAN 1 Talamau". The purpose of this

¹⁹Jufri ,*Reading Strategies For Comprehending Literal, Inferential And Critical Meanings In Reading*, Vol. 3, 2015.

²⁰Dian Permata Sari, *An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMPN 10 Bengkulu Academic Year 2014/2015)*, Bengkulu, 2015.

research is to know students' understanding of narrative text. The result of data analysis is the researcher concluded that the comprehending of the first year students of SMA N 1 Talamau Pasaman in reading narrative text is moderate.²¹ The fourth previous research from Fahli et.al entitled "An Analysis of The Students' Ability in Comprehending Recount Text at The Second Grade of SMP Muhammadiyah 1 Pekanbaru". The purpose of this research is to know students' ability in comprehending recount text. The result of this research showed that the most students got poor category.²² The fifth previous research conducted by Kartawijaya entitled "Analysis of the Students' Reading Comprehension in Comprehending Descriptive Text". The purpose of this research is to know the students' ability in comprehending descriptive text. The result of this research is the students' ability in comprehending descriptive text is E or failed.²³

Thus, based on those previous researches, there are the differences between previous research and present research. In the first previous research conducted about strategy reading comprehension in each level of reading comprehension, however in the present research conducted about the literal level of reading comprehension. After that, in the second previous research conducted the

²¹ Yessy Marzona, Muhammad Ikhsan, *An Analysis Of Students' Reading Comprehension In Narrative Text At Second Grade At SMAN 1 Talamau*, Jurnal Ilmiah Pendidikan Scholastic, Vol.3 No. 1, 2019.

²² Najmatul Fahli, Mahdum, Fakhri Ras, *An Analysis Of The Students' Ability In Comprehending Recount Text At The Second Grade of SMP Muhammadiyah 1 Pekanbaru*. JOMFKIP. Vol.2 No. 2, 2015.

²³ Sukarta Kartawijaya, *Analysis Of The Students' Reading Comprehension In Comprehending Descriptive Text*, Jurnal Curricula. Vol. 2 No. 3, 2015.

students' reading comprehension based on four levels of reading comprehension and did not state the kind of text that she used, but in the present research only in literal level. Furthermore, in the third, fourth, and fifth previous research is about students' ability in reading comprehension in the different kinds of text such as narrative text, recount text, and also descriptive text. However in this research used report text as the kind of text to analyze students' literal reading comprehension.

Based on all the explanations and some previous researchers of students reading comprehension, for making any differences with the present research, researcher analyzed student' reading comprehension, however in literal level comprehensions. Based on preliminary research, it caused by looking for the students' worksheet in reading sections, there were any questions that mostly asked about the literal. This research focused on literal reading comprehension skills. After that the researcher used report text as a text to know the students' comprehension. Thus, she was interested to conduct the research entitled "An Analysis of Students' Literal Comprehension in Report Text of SMP Negeri 1 Banjar Margo Tulang Bawang in academic year 2020/2021".

B. Identification of the problem

From some issues above, the problem of learners based on teacher's perception to comprehend reading text such as:

1. The students did not master vocabulary.

2. The students are difficult to find information of the text.
3. The students are passive in teaching learning process.

C. Limitation of the research

Based on identification of this research, this research focused on analyzed students' literal comprehension in report text. But in this research, the researcher analyzed aspects of students' literal comprehension about vocabulary, factual data, and main idea in report text.

D. Formulation of the problem

Based on background of the problem above, the researcher formulated the research problems as follows:

1. What is the students' literal reading comprehension in report text?
2. What are the causes of the students' literal reading comprehension in report text?

E. Objective of the research

Based on the formulation of the problems above, the objectives of the research as follows:

1. To know students' literal reading comprehension in report text of SMP Negeri 1 Banjar Margo .
2. To know the causes of students' literal reading comprehension of SMP Negeri 1 Banjar Margo.

F. The Significance of the research

1. Theoretically

Result of this research is expected to give any contributions for previous studies then provide information about the students' literal comprehension in report text.

2. Practically

a. For the teacher

Result of this research is expected to give any information to the teacher' English of SMPN1 Banjar Margo, Tulang Bawang about learners' literal comprehensions in a report text in order to make students' interested in reading English text.

b. For the students

The result of this research is expected to motivate the students' to enrich their reading ability especially in literal comprehension.

c. For the next researchers

The result of this research is expected to give information to the next researchers who will conduct the research that has similar topic.

G. Scope of the Research

1. The subject of the research

The subject of the research was the students of the ninth grade of SMP Negeri 1 Banjar Margo, Tulang Bawang.

2. The object of the research

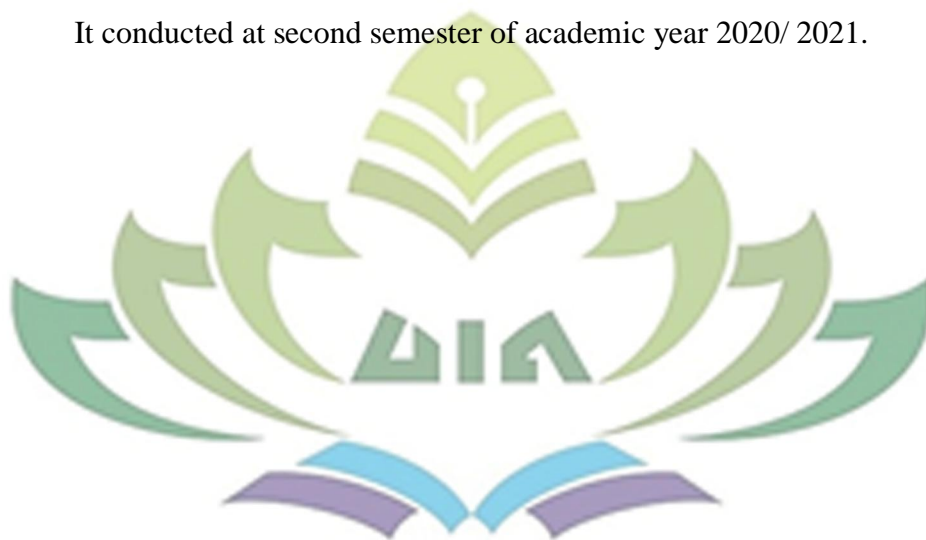
The object of the research was the students' literal comprehension in report text of ninth grade in SMP Negeri 1 Banjar Margo.

3. Place of the research

The place of the research was conducted at SMP Negeri 1 Banjar Margo academic year 2020/2021.

4. Times of research

It conducted at second semester of academic year 2020/ 2021.



CHAPTER II LITERATURE REVIEW

This chapter discussed about the literature review of this research. It concerned on the field theoretically related with research will be conducted. Based on the concentration of this research, this chapter focused on definition of reading, definition of reading comprehension, aspects of reading comprehension, levels of reading comprehension, concept of literal comprehension, definition of reading habit, purpose of reading habit, importance of reading habit, aspects of reading habit, definition of text, kinds of text, report text, relevance study, and conceptual framework.

A. Theory

1. Concept of Reading

Developing meaning from the word by the reader is called reading.

According to Jennifer, reading is thinking and understanding and getting at the meaning behind a text²⁴. Other than that, reading is activity to interpret meaning or information from a text. Based on Grabe and Stolle, readings are an ability for drawing meaning from some printed pages then interpreted these information appropriately²⁵. That mean through the reading text, people can be communicated by cooperating between brain, eyes movement, then

²⁴Jenifer Seravalo, "A Teaching Reading in Group", (Heinemann: Library of Congress Cataloging, 2010), p.34

²⁵ Grabe, W and Stoller, F. L "Teaching and Researching Reading" 2nd edition, (New York : Routledge 2011),p.3

inferring processes that make some communications between the writer and the reader essential.²⁶ It means that the reader makes relation between information in passage then information in reader's heads, then making any conclusions.

Based on definitions given by experts above, it can be conclude that reading is activity to makes communication between reader's head with author's meaning than interpret meaning of the passage by cooperating between eyes movements and brain work.

2. Reading Comprehension

a. Concept of Reading Comprehension

Reading comprehension is active process which include understanding meaning of text. According to Lehr , reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language²⁷. Moreover, reading comprehension implicates interaction among a text and the previous knowledge. Lems et al. in Retna Handayani argued that reading

²⁶Ayfer Sahin, "*The Effect of Text Types on Reading Comprehension*". Vol. 3 MIJE ,2013.

²⁷Lehr, K. *Instruction reading comprehension*. (on-line) available at [http://www.specialconnection.ku.edu/?q=instruction/reading comprehension](http://www.specialconnection.ku.edu/?q=instruction/reading+comprehension). Retrieved November 22nd, 2020

comprehension becomes an evolving interaction between the text and the background knowledge of the reader²⁸.

In consequence, background knowledge important to comprehend the text to catch aspects on text and making inference after reading process. Kintsch in Ezgi Çetinkaya Özdemir and Hayati Akyol notes that it requires identifying and understanding the important ideas of texts and making inferences based on both texts and background knowledge²⁹. So, reading comprehension is active process to use background knowledge for constructing meaning of the text.

B. Factors that Affected in Reading Comprehension

1. Internal Factors and External Factors

Each reader has different in reading comprehension. There are the readers who have good category in comprehend a text and otherwise. It happened because there are factors affected the reader's in comprehend a text. Rahim states that two kinds of factors in reading comprehension such as internal factor and external factor. He also defined those internal factors in reading comprehension such as: physics, intellectual, and psychological. While external factors include family and school

²⁸ Lems, K., Miller, L. D., & Soro, M. T. *Teaching reading to English language learners: Insights from linguistics*. (New York, NY: The Guilford Press. 2010), p. 112

²⁹ Ezgi Çetinkaya Özdemir, Hayati Akyol. *The Development of a Reading Comprehension Test*, Universal Journal of Educational Research, Vol. 7, 2019.

environments.³⁰Chetty et.al asserted that among factors described to school, the teacher is the most prevalent.³¹ In addition, Wutthisingchai and Stopps said that internal factors that affected the readers in comprehend a text are learning preference, motivation, and attitude. Edward added that the readers who have negative attitude in reading will bored to do rading activity they will be lazy and not enjoyable.³²Beside that, external factors are teaching technique, text, and environment.³³Ryan and Patrick added that teacher's performance one of social environment that can establish students' interest and enjoyment in teaching learning process.³⁴ It can be concluded that, there are many things that affect the readers' reading comprehension from internal factor whether external factor.

2. Readers' reading habit

Reading can be habit if done many time by simple way. Ifanti emphasize that the key of reading habit is repetition; the reader should read in every

³⁰ F. Rahim, *Pengajaran Membaca di Sekolah Dasar*, (Jakarta: Bumi Aksara, 2006).p.7

³¹ Chetty, Raj, John N. Friedman, and Jonah E. Rockoff, *Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood*, American Economic Review, Vol. 104,2014

³² Edward G.Summers,*Instruments for assessing reading attitude:a riview of research and bibiloiography*.*Journal of literacy research*, Vol.9, 1977

³³Sajeerat Wutthisingchai, Peter James Stopps, *An Analysis of Factors Affecting the English Reading Comprehension of Mattayomsuksa 5 Students in Amphur Mueang, Lampang Province*, Assumption Journal,2015.

³⁴ Ryan, A. M., & Patrick, H., *The Classroom Social Environment and Changes in Adolescents' Motivation and Engagement during Middle School.*, American Educational Research Journal, 2001

single occasion until it could be behavior. In addition, according Chettri and Rout reading habit is doing reading activity repeatedly. Beside that, Shen defined reading habit as the quantity of books read, time spend for reading and what does read. From those determinations, reading habit is spend time by reading activity in many times until it could be behavior.

In reading habit there are some aspects based on Gaona et.al such as the first, attitude towards reading. In this aspect the person reports about attitude and behavior cognitive affective towards reading. The second is reading frequency means the person informs how often they read books in their spare time. The third is books read. It is about the amount of books that the readers have read in many times. The fourth is spend time. Two kinds of spend time in reading. The first is on academic reading; in this case the reader read books for their study. After that, the second is on non-academic reading, in this matter the reader read books which are not related on their study. And the last is motivation such as family environment, academic environment, the readers' reading frequency to often measure they read books in their spare time, the motivation on reading that is focus on the readers' motivation in reading English.³⁵Parents play important part in improving childrens' reading

³⁵ Gaona, Julio C. G. And Erwin Rogelio V. G. *Relationship between Reading Habit, University Library, and Academic Performance in A Sample of Psychology Students*. Revista De La Education Superior , 2011.

habit by suggesting the manner of reading for fun or for school. So, it make reading activity will encourage their children acquire rapidly in the school and around.³⁶

Someone who read as much as possible will gain much knowledge and understanding. Asagwara's indication in Balan said that weak reading habits negatively affect students' comprehension, thus affecting their performance and advancement.³⁷ In means that, the readers' that shouldn't have positive reading habit will difficult in comprehending content of the text. The same opinion by Krashen in Samaranayake said that the positive impact of reading habits is aspects of success in schools and literacy.³⁸ Thus, the importance of reading habit in students' reading comprehension are the readers who has read a lot of book or text automatically will get good understanding in comprehend text material and the students will get the answer from the reading comprehension question. Because of that reason, reading habit can be one of thing that can affect the students' reading comprehension.

³⁶ Bano, J., Jabeen, Z., & Qutoshi, S. B. . *Perceptions of teachers about the role of parents in developing reading habits of children to improve their academic performance in schools*. Journal of Education and Educational Development, Vol.5, 2018

³⁷ Sasikala Balan, Josephine Esther Katenga, Amanda Simon, *Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University*, Proceedings International Scholars Conference, Vol. 7, 2019.

³⁸ Samanarayake, S.W, "The Effect of Reading Habit on Performance in Reading Skill by Foundation Level Omani Students" Education and Linguistics Research, Vol.2, 2016.

C. Aspects of Reading Comprehension

Brown assumes that there are various aspects of the criteria in reading comprehension skills that must be mastered by the readers:

1. Main Idea
2. Expression/ Idiom / Phrase In Context
3. Inference
4. Grammatical Features
5. Detail
6. Excluding Facts Not Written
7. Supporting Details
8. Vocabulary in Context.³⁹

So, it means that the student or the reader have to eight aspects to comprehend a text when they read a text. When one of these aspects has not comprehended, the writer's message could not deliver well to the readers'.

D. Levels of Reading Comprehension

The way for conducting this literature analysis is applying the system that called levels of comprehensions. Crozier states these levels are the device that

³⁹ H. douglas brown. *Language Assessment: Principle And Classroom Practice*. (Washington, D.C. : pearson education, 2004), p. 206.

aids in a literature analysis⁴⁰.Heilman divides the comprehension into several levels: literal, interpretative, critical then creative. Based on Heilman, he identifies the several comprehension levels:

a. The literal level

This is mostly simple level. That mean what all reader need to do is for reproducing the fact as they are related by writer.

b. The interpretive level

This requires reader to go from the information that given by writer. Reader is required to see any significance of data; to note several relationships, like: causes effect then relation of part to the whole, for making comparison, for drawing conclusion and inference and for making the generalizations.

c. The critical level

Learners learn to be evaluated and judged any information and writer's uses of language to guide the reader's interpretations; noting evidence of the writer's bias, and qualifications.

d. The creative level

It requires reader's involvement with any information that presented as he uses it to rethink some thoughts or ideas.⁴¹

⁴⁰Crozier. Jady..*Levels of Comprehension-Overview-Explain*.(University of Montana, Helena College adapted from Mt Sac. 2012) p.120.

⁴¹ Heilman, A, et.al..*The Principles and The Practices of Teaching Reading*. (Ohio. Charles E. Merrill Publishing Co. 1988). p.246,

3. Concept of Literal Comprehension

In structured reading, three kinds of exercises have been designed especially to help you develop your ability to read on the lines: vocabulary, central theme and main ideas and major details⁴². In reading comprehension, there are levels in comprehending text and each level has different ability that should have by the reader. The first level in reading comprehension is literal comprehension. Literal comprehension is the first levels of comprehension. The reader comprehends the text only in the fact of text. Reader says that facts in the text are using data, dates, specifics, traits then settings. Skill needs for these levels are the sequences, chronologies, enumerations.⁴³

Reading instruction places a lot emphasis on what the writer says. The literal reading results in these types' comprehension. That require an ability for locating the specific fact, identify happening that is described immediately, find any answers to every question based on the given facts, categorize the information that given, then summarize details expressed in selection. In addition, Walker et.al in Charlemagne said literal comprehension is the reader's ability to obtain meaning from the text.⁴⁴ It means that, the readers should have skill got information from the text. Other explanation

⁴²Jufri , *Reading Strategies For Comprehending Literal, Inferential And Critical Meanings In Reading*, Vol.3, 2015.

⁴³Heilman, A, et.al..*Op.Cit* p.246

⁴⁴ Dr. Codjo Charlemagne FANOU, *Reading Comprehension In LSP Classes: Content Familiarity, Literal Reading And Inferential Comprehension*, European Centre for Research Training and Development UK (www.eajournals.org), Vol. 3 No.3, 2015.

signified that, literal comprehension is commonly the first step that the readers go through as their engaged first in the linguistic processing of surface-level textual features.⁴⁵ Literal comprehension is important because literal comprehension as foundation in basic comprehension such as the reader or students is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns into the advance comprehension.⁴⁶

It can be concluded that literal reading comprehension is the first level of reading comprehension or as foundation in comprehend a text that the readers need to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing using data, dates, specifics, traits then settings.

Four questions based on the details in the selection must be asked, worded so that questions could not be answered from learner's common knowledge of selection but the request specific information.⁴⁷

The sample questions for these levels are:

⁴⁵ Alptekin, C. & Erçetin, G. *Effects Of Working Memory Capacity and Content Familiarity on Literal And Inferential Comprehension In L2 Reading*. TESOL Quarterly, Vol 2, 2011.

⁴⁶ Suhadi, a thesis entitled '*Exploring Literal And Inferential Reading Comprehension On Eight Grade Students*', Submitted to English Language Teaching Department of Tarbiyah and Teacher Training Faculty of Syekh Nurjati State Islamic Institute Cirebon,pg.24,2016.

⁴⁷ C. Kennedie, Eddie. *Method in Teaching Developmental Reading 2nd Edition*. America: F. E. Peacock Publisher,1981, p.217.

- What is
- How old
- When
- The underline word means that.....

The ability which refer to literal levels are :

- The knowledge of word meaning
- The recalling of thought or ideas immediately states or paraphrases in the own word
- The understanding of a grammatical clue- subjects, verbs, pronouns, conjunctions
- The recalling of main idea explicitly states
- The knowledge of sequences of the information presents in text.⁴⁸

4. Texts

1. Concepts of Text

Siahaan and Sinoda said that the texts are meaningful linguistic units in the context which are written and spoken text.⁴⁹ Text refers to some of meaningful written or spoken. English Learning is the learning for communicating in culture of English text, if they want to be

⁴⁸ Dian Permata Sari, "An Analysis of Students' Reading Comprehension Based on The Four Levels Comprehension Skills (A Study at The Second Year Students of SMPN 10 Bengkulu Academic Year 2014/2015)", University of Bengkulu, Indonesia.

⁴⁹ Sanggam Siahaan and Kisno Shinoda. *Generic Text Structure*. (Yogyakarta: Graha ilmu, 2008) p.1

communicated successfully. Text is when this word is put together for communicating any messages. In addition, text is the communication systems that organized as cohesive unit. Text is each communication actions that are completed such as the speech between friends on the television advertisement, street film, and then novel.⁵⁰

2. Kinds of the text

The text divided into various kinds recount, descriptive, narrative, analytical exposition, report explanations, hortatory exposition, discussion reviews, spoof, anecdote, spoof, and then procedure. These all variants are called as genres. Garot states that there are many text kinds :

a. Spoof

This text for retelling any events with the humorous twist

b. Recount

This text for retelling events, then the purpose of text to inform or entertain

c. Report

This text for describing any ways things are with the reference to arrange of a natural, man –made then the social phenomena in environment

⁵⁰ Peter Knap and Megan Watkins, *Genre, text, grammar: technologies for teaching and assesing writing*. (Australia: University of New South Wales. 2005). p.29

d. Analytical Exposition

This text for persuading all the listener of the reader that something in these cases.

e. News item

This text for informing the viewers about any events in the day that considered important

f. Anecdote

This text for sharing with the others

g. Narrative

This text is the story with any complication events, this tries for finding resolutions to resolve problems. Goals of this test is for amusing with the story

h. Procedure

This text is for describing how to make something through some sequence steps

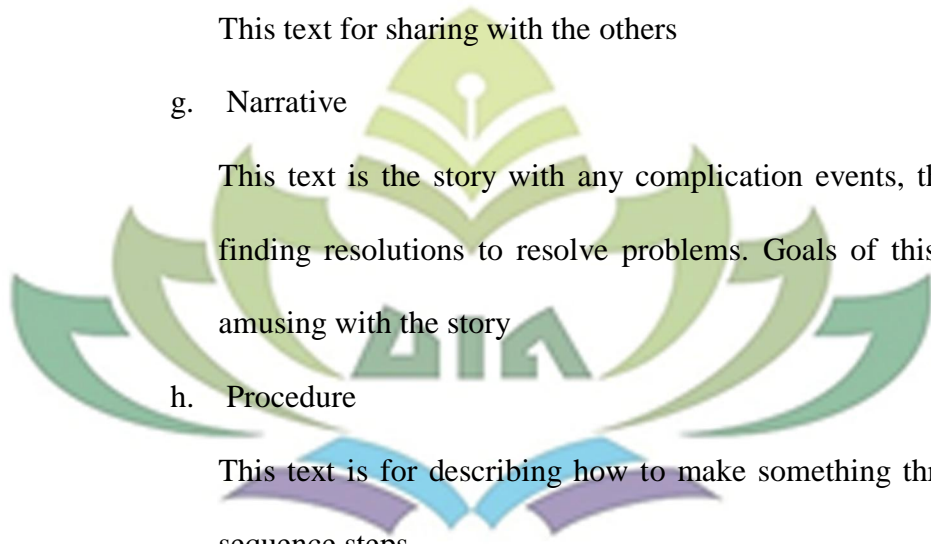
i. Description

This text for describing the particular person, thing, or place

j. Explanation

This text for telling the process that relating to the form of social, scientific, natural or cultural

k. Discussion



This text for presenting the problematic discourses. Those problems will discuss from the different points. This text is commonly found in the historic, social text, or philosophical

1. Review

This test is to critique the event for the public audiences.⁵¹

5. Concept of Report Text

1. Definition of Report Text

This text is the text that presents any information about something; It is the results of systematic analysis. Beside that definition, there are experts who explaining the other definition of report text. Barker assumes a report text is the part of writing, and the goals for describing something in the general ways⁵². Often this is non- chronological, then it writes in a present tense. These theories imply that the report text refers to the types of text that described information by explaining about general information which are used to report information. Report is kind of text that is written in the chronological order then also created in present tense. This report describes the method things are related to the science, geography, history, and then environment phenomenon. It explains the

⁵¹ Linda Gerot, *Making Sense of the Functional Grammar* (Cameray: Antipodean Educational Enterprise, 1994).p. 205.

⁵²Barker, Ray, *Literacy Connections*. (New York : A Catalog Record For This Book Is Available From The British Library. 2000).p.23.

report text should be included some important information that considers writing as a report.

2. Generic Structure of Report Text

The generic structures of a report text:

- a. Title : It states the subject to describe
- b. General classification of the subject, these parts as the introduction to main discussions
- c. Series of the description, any phenomenon in the whole paragraph involves.⁵³

From all topic opinions, researcher can resume that the generic structure of report text contain of two main points:

First, the general classification, it states the classification of the general aspect of thing such as; public, plant, animal. Then, the description describes the thing that would discuss in the detail parts is to live the creature then usage for the material.

Steven and Christino defined language features and social function of report text, as follows⁵⁴:

3. The Language Features of Report Text

⁵³ Cicih Nuraeni, "Improving Students' Writing Ability In Report Text By Using P.I.E Strategy." Available at https://www.iainnumetrolampung.ac.id/library/index.php?p=show_detail&id=34569&keywords= (Dissertation for Bachelor Degree of IAIMNU Metro, Lampung, 2016).p.25.

⁵⁴Budiono, Steven & Christino, Report Text.page: 6. (on-line) available at <https://prezi.com/report-text/2014>. Accessed on 12nd November 2019

- a. Using the general noun, that is, an object of the general nature
- b. Using the relating verb for describing features, grammar called a linking verb.
- c. Using the action verb when describing behaviors
- d. Using timeless of present tense for indicating casualness
- e. Using the technical term
- f. Using the paragraph with any topic sentences to organize the bundle of information; repeats naming of topic as the beginning focus on clauses. The language features are something that relates to text.⁵⁵

4. The social Functions of Report Text

The social purposes of these texts are presenting any information about something. It generally describes an entire group of things. Whether the natural made: planet, rock, sea, transportations, mammals, then so on.

5. The example of Report Text.

Trains

Train is made up of railroad cars, hooked together and pulled by a locomotive. Locomotives are sometimes called engines. The types of locomotive engines most used today are diesel-electric. Engines that burn diesel fuel drive generators that make electricity. Powerful electric motors turn the wheels of a diesel-electric locomotive. There are two types of train, freight and passenger trains.

A freight train can have as many as 200 cars hooked together. There are special railroad cars for different kinds of freight. The boxcar has four sides, a floor and a roof, It carries radios, television sets and boxes of cereal. Refrigerator cars work

like your home refrigerator. Refrigerator cars carry meat, fruit, frozen dinners, and other food that must be kept cold. The hopper car is open on the top. Hopper cars carry coal, sand, gravel, and ore (rocks that contain metals). A flatcar has no top or sides. It has a floor on wheels. Flat cars carry lumber, steel beams, huge pieces of machinery, and other big items. Lifting machines called cranes load cargo onto flat cars. Special flatcars carry cars boats, and trucks.

Passenger trains have seats in rows along each side. They are made for long trips. They have seats that can be made into beds at night. Trains that carry passengers over long distances have special baggage cars to carry suitcases. They have dining cars where people can sit down and eat. (Adopted from Erlangga entitled *Practice Your English Competence for 9th Grade*).

6. Relevant Studies

There are several relevant researches that conducted research similar with the present research.

The first relevant study is from Italia et.al entitled "*An Analysis Of Students' Reading Ability in Reading an Expository Text of The Fifth Semester Students in English Department of Universitas Negeri Padang*". In their research is about describing the reading ability of the fifth semester students of English Department of Universitas Negeri Padang in academic year 2017/2018 in reading an expository text. They analyzed some aspects of reading comprehension which are identifying topics, finding the main idea, identifying supporting details, making inference and identifying writers' purpose. At the end of this research concluded that students' ability in identifying the topics is good, (the mean score is 71.48), students' ability in finding the main idea is good enough, (the mean score is 65.70), the ability of students in identifying supporting detail is good enough, (the mean score is

68.65), student ability in making inference is enough (the mean score is 59.36) and student ability in identifying writers' purpose is good enough (the mean score is 68.75).⁵⁶

The second relevant research is from Naniwarsih and Andriani entitled "*The Students' Ability in Literal Reading Comprehension*". The aim of this research is find out the students' ability in reading comprehension. in this research used narrative text as kind of the text to analyzed students' ability in literal comprehension. After that, in this research used descriptive quantitative research and also use kinds of instrument such as observation, interview, test, and questionnaire. Moreover, the result of this research was the catergorize of students' ability were good. Beside that, the difficulties of the students were mostly in vocabulary mastery. Most of students asked their teacher and friends to solve their difficulties in reading comprehension.⁵⁷

The third relevant study from Iftanti entitled "*A Survey of The English Reading Habits of EFL Students in Indonesia*." In this research, the researcher investigated the English reading habits of Indonesian students of EFL. The data collected by questionnaire and interview. The researcher found that, most of the EFL students do not indicate to have good English reading habits

⁵⁶ Fiorentina Italia, Saunir Saun, Fitrawati, *An Analysis Of Students' Reading Ability In Reading An Expository Text Of The Fifth Semester Students In English Department Of Universitas Negeri Padang*, Journal of English Language Teaching or available at <http://ejournal.unp.ac.id/index.php/jelt>, Vol. 7 No. 1.

⁵⁷ Andi Naniwarsih, Andriani, *The Students' Ability in Literal Reading Comprehension*, Jurnal of Foreign Language and Educational Research, Vol. 1 No. 2, 2018.

although they have formally learned English from elementary school to university.⁵⁸

The fourth relevant study is from Sartika et.al entitled "*The Correlation between Students' Reading Habit and Their Reading Comprehension*". Based on test and result of questionnaire, the students' reading comprehension was fair and then the correlation with reading habit was moderat. It meant that, reading habit was not factors that influenced their reading comprehension. Furthermore, they also concluded that students who got high reading habit score reading got high score in reading comprehension and otherwise because of another factor that influenced the level of reading comprehension there are internal factor and external factor.⁵⁹

The fifth relevant study by Septiarini et.al entitled "*The Relationship between Reading Habits and Reading Comprehension of English Department in UNTIRTA*". The aim of this research is defining whether positive relationship between reading habit and reading comprehension. They found that, there will be an increase in reading comprehension. Likewise on the

⁵⁸ Erna Iftanti, *A Survey of the English Reading Habits of EFL Students in Indonesia*, TEFLIN Journal, Vol.23, 2012.

⁵⁹Fitri Dewi Sartika, Nurul Afifah, Yentri Anggraini, "*The Correlation Between Students' Reading Habit And Their Reading Comprehension*", Jurnal BASIS, Vol.7 No.1,2020.

contrary, if students' reading habits decrease, then reading comprehension will also decrease.⁶⁰

The sixth relevant study from Sasikala Balan, Josephine Esther Katenga, Amanda Simon entitled *Reading Habits and Their Influence on Academic Achievement Among Students at Asia Pacific International University*. Based on their research, bad reading habits can affect the readers' reading comprehension.

The seventh relevant study from Santi Anggraini entitled, *The Correlation of Reading Comprehension and Academic Achievement of English Education Study Program Students of UIN Raden Fatah Palembang*. She told about students' reading interest. Based on her finding, the students' who have good understanding in reading also have a good achievement. The same topic also found by Hunt, et.al said that in literal comprehension the students have lack reading interest because they didn't make reading as a hobby. Most of them doing reading caused they had assignment from their teacher.⁶¹

⁶⁰ Tri Septiarinia, Aceng Rahmata, Darmahusnia, *The Relationship between Reading Habits and Reading Comprehension of English Department in UNTIRTA*, Journal of English Language Studies Vol. 3 No. 2, 2018.

⁶¹ Hunt, T., Carper, J., Lasley, T., Raisch, C., & Wissick, C. A, *What Works Clearinghouse*. Encyclopedia of Educational Reform and Dissent, 2013

7. Conceptual Framework

To uncover what has been explained in a theoretical discussion can put three concepts, as follow:

1. Reading Comprehension

Reading comprehension is complex activity to catch aspect of reading such as idiom or expression in the context, main idea, main ideas, grammatical features, details, supporting details.

2. Literal Comprehension

It understands of the information or facts directly states in text. It recognizes as the first then the most basic levels in comprehension reading. Students could employ the literal comprehension skills; keyword, skimming then scanning reading to better locate the information efficiently.

3. Report Text

A report text is a type of document written by someone or group of people to announce the result of an investigation or announce something to the proper authorities. The information given in a report text is very general information.

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